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THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

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THE JUNE COUNCIL MEETING

An Editorial

The annual meetings of the C.A.U.T. National Council and of the general membership took place at Laval University, Quebec, on June 11 and 12. The following Executive Committee for 1963-64 was elected by the Council :

<i>President</i>	— Professor R. W. TORRENS (Western)
<i>Past President</i>	— Professor EMILE GOSSELIN (Laval)
<i>Secretary</i>	— Professor E. J. MONAHAN (St. Francis Xavier)
<i>Treasurer</i>	— Professor D. W. SLATER (Queen's)
<i>Vice-Presidents</i>	— Professor BORA LASKIN (Toronto)
	— Professor M. S. DONNELLY (Manitoba)
	— Professor JACQUES ST-PIERRE (Montreal)

Guests present at the meetings were Professor Bertram H. Davis, AAUP representative, Mr. Arthur Montague, from the British Council, and Mr. R. D. Mitchener, from the Dominion Bureau of Statistics.

The reports of the President and of the Executive Secretary, reprinted in this issue of the *Bulletin*, suggest the range and importance of the matters discussed at the Council meetings. Two of these matters have special significance for the general membership — academic freedom and tenure, and the need to add new members.

The Chairman of the Standing Committee on Academic Freedom and Tenure, Professor Turner, in reporting on the Committee's activities, raised some procedural questions arising from the experience of that Committee since it was established. His recommendations have been passed to the local associations for consideration and comment. It is most important that the procedures and aims of this Committee be understood and agreed on by every C.A.U.T. member. The November Council meeting will again consider Professor Turner's recommendations, and it is hoped that by then the deliberations of the local associations will have produced some helpful opinion.

The academic freedom of students as well as of faculty members was involved when the question of R.C.M.P. activities on university campuses came up once more. The record of attempts not only to reach an understanding with the several Ministers of Justice concerned, but even to meet them, has been a record of frustration. When the Council met, however, there seemed to be some hope that a meeting with the present Minister could be arranged fairly soon. As the *Newsletter* for September reported, this meeting has in fact taken place since the June Council meetings, with encouraging results. Meanwhile the Council adopted the resolution printed on page 19, and distributed it to the Prime Minister, the Minister of Justice, the leaders of the opposition parties, and the press. Public opinion is thought to be powerful in influencing governmental action, but reason should be even more powerful. We are trying both approaches, and until they have some effect the suggestions embodied in the resolution are useful guides for faculty members.

A second matter of importance was the question of membership. On the basis of data collected by the National Office it appeared that only 61 percent of those eligible for membership in local associations were members of the C.A.U.T. (paid-up). At some universities the percentage ran as high as 96 percent; some of those eligible for membership in local associations are not eligible for C.A.U.T. membership; and some of the figures may have been inaccurate. None of these qualifications obscures the fact that well over a third of the faculty members at Canadian universities with local associations are not at present members of the C.A.U.T. No one wants to force any faculty member to join the C.A.U.T. against his will — or to accept any benefits of C.A.U.T. activities against his will; the strength of the C.A.U.T. comes in part from the fact that it is a voluntary organization. There is, however, room for a vigorous campaign to attract the support of those who favour C.A.U.T.'s efforts but have not yet bothered to join the organization. Deduction of fees from salary by the administration, with the consent of the faculty member, is one solution; another is a persistent effort by present

members to attract new members by making sure that the purposes and activities of the C.A.U.T. are more widely known. If, as the reports immediately following this editorial suggest, those activities are to increase in scope and importance, membership also must increase.

The new publication policy of the *Bulletin* is in part intended to help in making C.A.U.T. activities known to members and non-members. The *Bulletin* has been reduced to four issues, but, as you will have seen by this time, it has also proliferated. The *Newsletter*, to be distributed monthly during the academic year to all faculty members in institutions with local associations, has already appeared. The first issue contains more detailed information about the Council meetings, and other current information; succeeding issues will contain, it is hoped, news not only from the National Office but also from local associations. The co-operation of the local associations will be needed to make this publication a useful channel of information about both national and local activities.

Other information about the Council meetings appears in the *Newsletter* and in the following reports. The establishing of two new committees should, however, be noted here. After lengthy consideration of the report of Professor MacKinnon's Committee on Sabbatical Leave, the Council named Professor Torrens to chair a committee of the Executive to draft a statement of C.A.U.T. policy in this matter, for presentation to local associations. The Executive Committee was also authorized to set up a committee to study the "twelve-month use of university facilities" and its implications. The Chairman of this committee is Professor B. W. Jackson (McMaster). It should also be mentioned that the Faculty Association of Loyola College has been admitted to full affiliation with the C.A.U.T., that the O.A.C. and O.V.C. Associations have merged into a single association, and that the Staff Association at Regina College has received separate affiliation.

RAPPORT DU PRESIDENT A L'ASSEMBLEE ANNUELLE DES MEMBRES

La coutume établie veut que le Président de l'A.C.P.U. présente devant l'Assemblée Annuelle un rapport des activités de l'Exécutif et du Conseil au cours de l'année écoulée.

Il y a douze ans, des individus et des associations locales fondaient l'A.C.P.U. en vue de promouvoir les intérêts des professeurs et des chercheurs des universités et collèges et de faire progresser les normes de la profession. Il en est résulté une fédération d'associations locales autonomes, y inclus l'association de la Centrale, dirigée par un Conseil formé par les présidents des associations locales ou leurs substituts et par un Comité de l'Exécutif et des Finances choisi par le Conseil et en faisant également partie.

Notre organisation présente un caractère unique. Elle peut donner l'impression que la structure de la fédération a davantage été établie en vue d'améliorer la gouverne et l'efficacité administrative de la Centrale que d'accorder aux membres une participation directe dans les affaires nationales de notre profession. Mais l'histoire de notre association indiquerait plutôt que le concept de base a été de créer au sein des professeurs dans chaque université un sens profond de solidarité et de responsabilité pour les problèmes académiques et autres sujets intéressant la profession. Le président sortant de charge a établi avec sagesse dans son rapport de juin, à l'Assemblée Annuelle de l'an dernier que si "la tâche de l'A.C.P.U. doit continuer à croître, elle doit être accomplie au niveau de l'Université même, par des personnes possédant un profond sentiment d'identification à l'association nationale".

Notre organisation prête une importance considérable au fait que nos membres possèdent une double affiliation, à leur association locale et à l'A.C.P.U. elle-même. Ainsi le membre possède deux raisons puissantes de raffermir sa loyauté qui doit se porter premièrement vers la profession académique. Au niveau local, le membre participe directement aux affaires de l'association de sa propre université. Mais son rôle ne se termine pas là. Tout membre a le privilège de soulever des problèmes par l'entremise de son délégué au Conseil de l'A.C.P.U. et il peut présenter directement au Comité de l'Exécutif et des Finances, en tout temps, toute question se

rapportant aux objectifs et aux affaires de l'Association. De plus, tout membre de l'Association est éligible à devenir membre du Conseil de l'Exécutif et des Finances, ce qui lui donne le droit de siéger au Conseil.

Bien que constituant une Fédération d'Associations, notre mouvement entend souligner le rôle des membres individuels et celui des associations locales dans leurs propres universités, de même que l'apport des individus au sein des comités locaux, régionaux et nationaux. De grands efforts ont été faits en vue d'accroître les relations entre les associations locales, ainsi qu'entre les membres et la centrale. Notre association croît, tant par le nombre de ses membres que par celui des associations affiliées, mais pour autant, elle entend demeurer très près de ses membres. L'Assemblée annuelle ne devrait pas constituer une autre occasion pour les officiers de passer en revue les activités passées mais elle devrait plutôt offrir aux membres une opportunité de faire connaître leurs opinions et de bénéficier d'un échange d'idées.

Au cours de l'an passé, votre Exécutif et le Conseil ont poussé plus avant les diverses tâches entreprises sous la direction du Président sortant de charge dans les domaines touchant les affaires académiques et la gouverne des Universités. Ils ont cherché à clarifier certains de nos concepts en matière de liberté académique et de permanence ; ils ont jeté les bases d'une étude en profondeur sur la sécurité de la profession et ils ont recherché non seulement un accroissement des membres mais aussi une amélioration de l'efficacité d'ensemble de notre organisation. Je vais résumer mes remarques en répartissant nos activités en quatre secteurs principaux :

- 1) Activités reliées aux affaires académiques,
- 2) Activités reliées à la gouverne des Universités,
- 3) Activités reliées à la croissance et au renforcement de l'organisation,
- 4) Coopération avec les autres associations.

Les normes académiques, la liberté académique, la permanence et la sécurité académique constituent autant de thèmes de discussion sur les problèmes académiques. En tant que professeurs universitaires, notre premier souci est de maintenir et d'améliorer la qualité de l'enseignement supérieur au Canada. Mais notre profession n'est pas

la seule à affronter les défis nombreux des prochaines décennies. Tous les secteurs de notre vie économique et sociale font appel à un nombre plus considérable d'esprits bien formés, capables et désireux de s'attaquer aux tâches plus complexes et en évolution rapide de notre société. Mais nos Universités ne devraient pas occuper la seconde place sur le marché des cerveaux. Si nos Universités sont désireuses d'accepter totalement leurs responsabilités, non pas de former à la chaîne des étudiants, mais de cultiver les intelligences bien douées, si elles veulent, non seulement protéger les trésors culturels mais faire reculer les limites de la connaissance, elles doivent s'assurer de tous les moyens à leur disposition et, avec de l'imagination, en créer de nouveaux en vue de réexaminer leurs fonctions propres en tant qu'Universités, et de les accomplir pleinement. Mais elles ne pourront y réussir à moins que les normes académiques soient telles que la profession puisse attirer et retenir le nombre et la qualité de professeurs nécessaires à l'accomplissement des tâches universitaires. A partir de l'étude faite par notre Comité des Salaires, notre Association a révisé l'Echelle des Salaires de l'A.C.P.U. et elle a adopté en novembre la nouvelle Echelle Officielle des Salaires de l'A.C.P.U. Nos comités ont également déposé leurs rapports portant sur les professeurs à temps partiel et sur les congés d'étude.

Les problèmes de liberté académique nous ont largement accaparés au cours de l'an dernier. Notre Comité sur la Liberté Académique et la Permanence a réussi à résoudre les difficultés à mesure qu'elles se sont présentées et notre Conseil s'est rendu à ses suggestions d'améliorer la procédure en de telles matières. Je désire féliciter les membres du comité pour leur travail scrupuleux et attentif. Les résultats obtenus n'ont pas été publiés mais ils comportent une importance considérable ; le statut de notre profession s'en est trouvé élevé et les relations entre l'administration et les professeurs se poursuivront sans doute à partir d'une base plus constructive. Plusieurs des problèmes à résoudre ne sont pas formels. Notre Secrétaire Exécutif, dont nous connaissons les conseils éclairés, a réussi à résoudre presque tous ces problèmes qui lui ont été présentés à la Centrale.

Depuis le mois de novembre 1961, le Conseil a été mis au courant des activités de la Gendarmerie Royale lorsque cette dernière a poursuivi ses enquêtes sur les campus du Canada. Parce que des enquêtes sans contrôle peuvent présenter une menace à la liberté de pensée et de discussion, le Conseil a recherché toutes les occasions

de s'engager dans un véritable dialogue avec le Ministre de la Justice. Il s'agit d'établir la vérité ou la fausseté des chefs d'accusation qui ont été portés, de s'informer de la politique générale du Ministère de la Justice en matière d'enquête à l'intérieur des Universités et d'obtenir des garanties à l'endroit des méthodes d'enquêtes employées par la Gendarmerie Royale. Au cours de cette même période, nos associations locales ont également exploré ce que devrait être la politique officielle de l'A.C.P.U. en matière d'enquêtes auprès des professeurs et des étudiants. Un Comité de l'A.C.P.U. a traduit en résolutions le résultat des débats du Conseil et celui des discussions locales. L'A.C.P.U. n'a pas voulu transformer en un problème de politique partisane ce qui constitue l'aspect le plus précieux de la vie Universitaire, la liberté académique. Par des moyens appropriés, nous continuerons à rechercher les réponses aux questions déjà sur la table du Ministre de la Justice. Nous avons l'espoir qu'avec le concours des autres secteurs de notre Société qui, en nombre croissant mettent en doute plusieurs facettes des activités de la Gendarmerie Royale du Canada, nous serons capable d'en arriver à une définition nette et valable de la politique qui implique nos droits et besoins les plus fondamentaux.

Nous avons poursuivi nos discussions avec le Ministre de l'Immigration et de la Citoyenneté en vue d'une meilleure compréhension et d'une clarification de la politique et des procédures qui visent les professeurs de profession immigrant au Canada.

De nombreux comités ont fait rapport sur divers aspects de la sécurité individuelle de nos membres. Le Comité chargé d'étudier les pratiques en matière de permanence a présenté une analyse des données sur les pratiques en cours et a suggéré de combler un besoin par l'élaboration d'un ensemble de normes idéales en vue de garantir la permanence. Des démarches ont été poursuivies en vue d'entreprendre une étude à caractère légal portant sur les pratiques courantes au Canada en matière de permanence. Nous avons continué à apporter une attention accrue à la situation économique de la profession. Divers comités ont étudié plusieurs plans portant sur la retraite, l'incapacité, les soins médicaux. Ces Comités ont énoncé les divers avantages dont il nous faut tenir compte si nous voulons nous faire une idée exacte de l'état économique de notre profession. Notre Conseil a reconnu la nécessité d'établir un programme permanent d'étude et d'action en ce qui a trait au statut économique du professeur universitaire. Une partie de cette étude devrait être consacrée aux

aspects de l'emploi qui ne se rattachent pas spécifiquement au salaire. En conséquence, le Conseil a demandé à l'Exécutif de rechercher les fonds nécessaires à de telles études et d'ajouter aux activités du bureau national, en nommant un assistant en recherches.

Votre Conseil et votre Exécutif se sont occupés de gouvernement et de pratiques administratives des Universités. Notre Comité sur le Gouvernement Universitaire ainsi que les représentants de la CCNUC sont à mettre au point les derniers détails administratifs d'une étude sous la responsabilité conjointe des deux mouvements et portant sur le Gouvernement des Universités. Nous espérons que des personnes acceptables aux deux mouvements seront bientôt choisies et que cette étude fera de rapides progrès au cours des mois prochains. Votre Conseil a adopté six recommandations proposées par le Comité sur le Financement des Universités; ce comité poursuit l'étude des problèmes de financement et, à une date ultérieure, il proposera au Conseil les recommandations appropriées, en plus de suggérer les moyens de mettre en application les résolutions déjà adoptées par le Conseil.

La croissance de notre association et la hausse de ses activités nous ont fait souligner la nécessité de revoir certaines de nos pratiques afin d'assurer une meilleure représentation régionale et culturelle sur le Comité de l'Exécutif et des Finances et de meilleures relations avec les membres. C'est pourquoi le Comité de l'Exécutif et des Finances choisiront à la demande du Conseil un assistant en recherche, d'expression française, au niveau du professeur-auxiliaire. En outre, de nouveaux règlements sur la nomination des officiers du Comité de l'Exécutif et des Finances ont été adoptés.

Le Bulletin de l'A.C.P.U. paraît six fois l'an. La tâche de publier le bulletin n'est pas une sinécure, d'autant plus que l'Editeur accomplit sa tâche bien au-delà des exigences du devoir. C'est avec regret mais non sans beaucoup de compréhension que nous avons accepté la démission du Dr. Mealing, le dévoué éditeur du Bulletin. Nous lui devons tant de remerciements pour sa formidable contribution ! Je ne puis que lui dire : "Beau travail ! Bon travail !" J'en profite pour souhaiter la bienvenue à notre nouvel éditeur et je puis l'assurer de l'appui entier du Conseil, de l'Exécutif et de ses membres.

L'Administration de l'A.C.P.U. fait face à des coûts croissants. Il faut souligner qu'en comparaison avec les autres associations natio-

nales telles que la nôtre, nous avons maintenu le nombre de notre personnel permanent salarié à un strict minimum. Nous avons profité des diverses études entreprises par les associations locales et aussi du travail bénévole de nos membres. Mais sous plusieurs de ses aspects, notre association en est une de services, ce qui comporte la nécessité de rencontrer les dépenses nécessaires reliées aux services rendus. Nous devons également défrayer les frais de déplacement des membres des comités. Nous demandons donc instamment à chaque membre individuel d'être un centre de recrutement pour l'A.C.P.U. et sa propre association.

Votre Exécutif et votre Conseil ont pris des dispositions pour augmenter le nombre des membres de l'A.C.P.U. Nous nous rendons tous compte que sans une participation des membres des associations locales, notre Association se prive des moyens essentiels à la poursuite de son oeuvre et impose aux membres actifs un fardeau qui serait peut-être plus léger s'il était plus équitablement réparti.

Notre Association a délégué des membres aux réunions des Associations qui nous ont invités. Elle s'est fait également représenter auprès de divers ministères du gouvernement, pour favoriser de bonnes relations, clarifier certains problèmes ou faire valoir les besoins des membres. Le Comité sur l'Impôt sur le Revenu a préparé un mémoire qui fut présenté à la Commission Royale sur la taxation par le Président du Comité.

Je voudrais terminer mes remarques en réitérant nos sentiments de respect et nos remerciements à nos nouveaux membres honoraires : les professeurs W. C. FOWKE, F. S. HOWES et F. H. UNDERHILL. Je me suis abstenu de mentionner les noms des présidents et des membres de nos nombreux comités. Mais je voudrais qu'ils sachent tout ce que notre organisation leur doit. Sans leur apport patient et ardu, la tâche du Conseil et de l'Exécutif aurait été impossible à accomplir. Leur contribution indique le grand rôle que nos membres sont appelés à jouer dans notre association. Les membres de l'Exécutif ont également accompli un travail merveilleux. Avec l'aide du Conseil et des comités, ils ont guidé votre association par des temps parfois forts inclement. Sans leur aide assidue, je n'aurais pu assumer les responsabilités que vous m'aviez confiées.

Je transmets à Madame E. L. Southwell mes remerciements respectueux pour son assistance et son dévouement constants. Je voudrais offrir publiquement nos félicitations aux Docteur Stewart

Reid et à Madame Reid pour le doctorat honorifique que le Dr Reid s'est vu conféré récemment par l'Université du Manitoba.

Le doctorat constituait la véritable expression de gratitude de toute la profession académique pour un homme qui s'est avéré un grand universitaire et un administrateur de talent. Vous et moi avons eu la chance de connaître le Dr Reid depuis des années et d'apprécier les facettes variées de sa personnalité et de son travail. Nous tenons à nous associer à cet honneur que vient de lui rendre l'Université du Manitoba.

Mes remerciements réitérés aux membres du Conseil pour leur assiduité, leur patience, leur tolérance et leur participation éclairée. Les membres du Conseil constituent le vrai visage de notre communauté universitaire. Il leur appartient d'apporter au Conseil le fruit des discussions au sein de leurs associations respectives et d'aider l'Association à élaborer des politiques et des programmes. Grâce à leur attention assidue, il devient possible de coordonner les initiatives au plan local et national. Je veux dire à chacun d'entre eux combien j'ai apprécié de faire équipe avec eux et de travailler pour l'ensemble de notre mouvement.

Québec, le 11 juin 1963

Emile Gosselin, président

EXECUTIVE SECRETARY'S REPORT, JUNE 1963

The past year has seen fairly substantial progress, but in several important respects it has been a year of disappointment as well. After two years of relative stasis, new salary negotiations at a number of universities are resulting in a renewed upward trend which will be reflected in the statistics for next year. But there has not been the same progress in other areas of vital importance to the economic well-being of our profession. No progress has been made, for example, in securing any improvement of the university pension situation. Not one of those institutions whose pension plans still do not provide for full and immediate vesting, and resultant portability, has moved to improve its present plan. And in almost all cases the pension plans at Canadian universities still fail to provide anything approaching adequacy of guaranteed benefits, still continue to be a serious and growing problem for the profession.

During the past year several complaints of infraction of the proper principles of academic freedom and tenure have been dealt with by the CAUT committee. These cases are dealt with in Professor Turner's report to Council. An interesting new project is now under way. As a result of a decision by the Executive and Finance Committee at its meeting in Quebec in February, the work of examining the legal basis of tenure in Canadian universities has been undertaken by Professor Danny Soberman of Queen's University Law School. His report, which will probably be available in the fall, will be of vital interest to the academic profession.

Several other important projects authorized by Council are almost now completed. The book of essays on Canadian university government is scheduled for fall publication this year. Under Professor George Whalley's editorial eye a number of leading Canadian academics have contributed essays on a variety of subjects and from a variety of viewpoints. The book will be of great interest to the profession and to the general public as well. Incidentally, news of its publication seems to have spread rather widely; we have already on file in the office orders from the United States and from the United Kingdom as well as from Canada. Another important project is also now under way. The Ford Foundation, in response to a joint application for financial assistance from CAUT and NCCUC, has

provided the sum of \$50,000 to make possible a thorough examination of the structure of government in Canadian universities. At the moment a committee from both sponsoring bodies is negotiating with individuals in both the United Kingdom and the United States in its search for suitable and competent persons to carry on the study. Its work could very well be an important milestone in Canadian university history.

Many associations are taking a very active interest in the whole problem of the financial structure and the financial needs of their own university. Members of these associations will be extremely interested in a proposed new survey of university financing in Canada which is to be undertaken by the Canadian Universities Foundation. The Executive and Finance Committee has appointed Professor Yves Dubé of Laval University as its representative on the C.U.F. Committee which is planning this survey.

Another project of tremendous importance to the welfare of the university teaching profession is still in the planning stage. The Executive and Finance Committee intends to carry out as quickly as possible a complete and comprehensive survey of the whole range of so-called "fringe benefits" available to members of the academic staff of each Canadian university. It is clear from preliminary examination that there is an amazing difference between staff benefit provisions at Canadian universities in such matters as pension plans, group life insurance, disability and income maintenance insurance, provision of mortgage funds for new members of the staff, loans and grants for research and for travel, remission of tuition fees for faculty children, and other similar benefits. Preliminary and incomplete examination indicates that institutional policy on those matters ranges all the way from providing all such benefits, to providing none of them at all. If it is true that the Canadian universities must be ready to face a period of tremendous competition for staff, not only between individual universities, but between the university teaching profession and other professions, the Civil Service, and industry, we ought now to be planning how to make the best appeal to the best people. To do this we will need accurate and detailed information about university policy in areas in which to date university administration have been singularly reluctant to enunciate policy. To collect this information will be the first and most important job

for the new research assistant in the National Office, Mr. Witold Weynerowski. Success in this task will depend to a large extent, of course, upon the active and vigorous co-operation of local associations and local officers, and this cooperation is urged upon them. Mr. Weynerowski, whose studies have taken him to Laval, Toronto and Oxford, is joining the C.A.U.T. after experience as research assistant in the Department of Finance in Ottawa.

All of these projects are already in being and simply require work to bring them to a successful conclusion. But there are fresh problems emerging as well, and they will cause the Association concern during the next few years. One problem is that of our own constitutional structure. With old universities dividing into autonomous units and with new universities appearing in large numbers, we may expect more and more applications for affiliation. In the three western provinces, for example, the single provincial university is being supplemented by new institutions, and we must not only expect but welcome their associations of teachers. This proliferation of units may fairly soon force us to re-examine our national constitution. There are financial implications as well. New and small institutions are also those that are in particular need of the help of the National Association and the services of the National Office. Indeed it is becoming very clear that the growth in membership to be expected from the new associations will not keep pace with expenses. As succeeding treasurers have pointed out we need increased membership at the large established universities whose faculty membership still constitutes the great strength of our organization. It is true that many of the local associations at these universities have a very good record in the matter of securing and maintaining membership in the national professional organization. But some of them have, in fact, a very poor record. It is a rather shameful thing that at a well-established Canadian university up to 25% of the academic staff should be unwilling, or too careless, to accept a share of responsibility for ensuring the health of their own profession by joining the professional organization. None of them seem to have any reluctance about accepting the obvious benefits which have been achieved for them.

No profession was ever faced with more, or more critical questions than is our own profession at this time, and no professional

organization was ever more badly needed than is our CAUT. The universities in which we teach and research are altering their fundamental nature quickly and drastically. Our North American society is urgently pressing them to give in to its demand that every young person of eighteen years of age who is not actually mentally incompetent shall have the right to a college degree. Should the universities refuse to accept this staggering responsibility? Should they accept it in whole or part? If they accept it, how can they discharge the responsibility? Should we have more universities, or merely bigger ones? Should we create complexes of junior colleges and satellite universities spinning in orbit around existing institutions as nuclei? Should every community of, say, a quarter of a million inhabitants be entitled to its own university as a status symbol? Shall we go the whole way and plan to establish a gigantic system of post-secondary, mildly instructive institutions to replace the present universities? The older institutions can then officially become institutions for graduate studies and what cynics call "real" university work can go on as before. But where and how shall we get the books and the research materials, the laboratory staffs and the professors for this gigantic undertaking? Money and buildings can conceivably be found or created and already considerable attention has been directed to this end. But there are many other fundamentals to the university community as well, and some of them are just as important as buildings and cash. And nobody is paying much attention to them yet.

The dilemma of sheer bigness is not the only one which our society now poses to the academic community. Our "business civilization" seems to be insisting that our universities be not only big but "efficient" as well. We need "more effective use of available plant"; we should strive for "year-round operation of existing facilities"; we must look for "more business-like organization"; and we must accept the necessity of providing "more practical training" in our classrooms and laboratories. So at least say the service club luncheon orators, the spokesmen for building fund drives, the politicians and the experts from provincial Departments of Education. The universities, they say, must serve society's needs by producing more professionally-trained people; the higher the number of units produced in a given time and the lower the production cost per unit, the more effective they will be. But surely somebody, somewhere, sometime, must question the wisdom of applying

too completely, and too quickly, "sound business principles" to the operation of such a peculiar enterprise as that of the university.

Governments, too, no matter how well-intentioned they may be, are exerting cruel pressures upon Canadian universities. The pressures are not always overt. Sometimes they may even be inadvertent. But as long as university officers must approach provincial cabinet ministers each year, hat in hand, to ask for funds for the next year's operations, the pressures and the persuasion are there. If a provincial premier says that raising admission standards is wicked, what president will advise his Board to authorize the raising of standards ? If another says that university expansion must be temporarily slowed down, what university authorities will openly defy him ? If still another says that the all-important function of the university in his province is to produce teachers for the province's schools, should this limitation be challenged ? It is probably still true, as it has often been asserted, that a university can be self-respecting only so long as it decides for itself the answers to these questions : Who shall be taught ? What shall be taught ? Who shall teach ? How shall available funds be apportioned among the various activities of the whole university community ? If so, and if Canadian universities, in their new dependence upon provincial and other government grants, have lost any of their autonomy in these respects, then faculty members ought to be concerned just as immediately as are presidents and boards of governors.

In considering all of these questions the staff associations at Canadian universities should be playing an important part. After all, the staff association is rapidly becoming the only body in which purely academic opinion can be heard, and the only body in which all the academic disciplines meet together, and in which they meet alone. Departmental meetings and faculty councils represent special interests and advance special causes. The body where in former times the whole and exclusively academic opinion could be heard — the *Senatus Academicus* — has in many cases on this continent become a body where administrative officers, members of the provincial government and representatives of its departments, spokesmen for the alumni, and appointed representatives of business, trade union, cultural, ethnic or professional groups, out-number and out-influence the academic voices. In even more cases the Senate, while remaining largely academic in personnel, has become almost ineffectual in

function. In such a situation the staff association must take on the task of being the agency of the academic community of teachers and researchers. This role means more meetings, more committees, more debates and more tensions in the university. It means more time given to the university's problems, and less to give to one's own research and study. It is in fact, still another of those blood, sweat and tears situations which seem to be the chief product of the twentieth century.

Two obstacles stand in the way of adequate staff association response to the situation. One is that the legal structure of most Canadian universities was drawn up in such a way as to prevent academics from exercising any influence upon any of the problems outlined above. For purposes of governing the nation, only Indians, habitual criminals, mental incompetents and judges are disenfranchised; for purposes of governing the universities the ranks of the disqualified are swelled by including all the members of their academic staffs as well. There are signs, of course, that this obvious absurdity is at last being recognized. Indeed, if the university teaching profession supplies some vigorous leadership in this matter, some of the younger among us at least many live to see a measure of reform implemented.

The second obstacle will be less easy to sweep away. Our membership is drawn from what can, without much fear of contradiction, be called the most conservative element in Canadian society. A built-in resistance to change seems to rank far ahead of the Ph.D. as a normal requirement for a university post, and it certainly is a requirement for promotion to the dizzy heights of an administrative appointment. In some cases the unwillingness of Canadian university teachers to involve themselves collectively and vigorously in determining the policies of Canadian universities — even their own — may stem from this conservatism. Sometimes, however, it obviously is the result of plain laziness and a desire for peace at any price. On occasion, too, the only possible explanation is simple timidity and fear of the displeasure of those higher up in the university hierarchy, the "chain of command". It may even be true that some academics are sincere in their desire to avoid committee work and administrative chores in order to "get on with my own research". Whatever their private feelings, however, faculty associations collectively, and mem-

bers of the associations individually, are now faced with a brutal choice. They must assume new responsibilities and play a part — in fact an important part — in shaping the future of their own university, in directing the flow of university policy from the academic body to the administrative officers, rather than the reverse, and in taking the responsibility for ensuring that decisions are acceptable to the academic community as well as to the representatives of government, or of business. If they do not, they must resign themselves to become merely hired hands in a kind of educational factory whose control is in the hands of other interests. And they will have little right to complain.

June 1963

J. H. STEWART REID,
Executive Secretary, C.A.U.T.

RESOLUTION ON C.A.U.T. POLICY REGARDING R.C.M.P. ACTIVITY ON UNIVERSITY CAMPUSES

On June 11, 1963, the following resolution was adopted by the National Council of the C.A.U.T. as a statement of C.A.U.T. policy regarding R.C.M.P. activity on University Campuses :

Whereas the C.A.U.T. has been deeply concerned over the past two years about reported investigations of the R.C.M.P. into the beliefs, associations, and activities of university teachers and students,

And whereas these investigations and the procedures connected with them have serious implications for academic freedom in Canadian universities and colleges,

Be it resolved that :

- 1) the Canadian Association of University Teachers believes that a full review of R.C.M.P. security and intelligence investigation procedures is a matter of urgent public importance and should be undertaken at once ;
- 2) the C.A.U.T. (a) advises its members that they are not compelled to reply to questions of the R.C.M.P. respecting the political or religious beliefs, activities, and associations of colleagues and students ;
(b) urges its members not to reply orally to such questions ;
and (c) urges further that, if any member considers that a reply should be made, it should be given in writing, signed by the member, and dated.

Copies of this resolution were sent to the Minister of Justice, the Prime Minister, and the leaders of the opposition parties, and the resolution was released to the press.

UNIVERSITIES AND THEIR INTERNATIONAL ACTIVITIES

by C. S. Belshaw*

There are two primary starting points for the examination of the involvement of universities in international matters. One is to begin with the traditional world of scholarship as it works through disciplines to focus on questions of international significance, and to analyse the consequences of such interests for the growth of the disciplines themselves. Thus historians and political scientists are engaged in developing international studies, scholars of various persuasions work together in Asian studies, anthropologists are responsible for the interpretation, comparatively, of culture, and economists become concerned about the process of development.

Another starting point is to ask what the responsibilities of universities are in the modern international world, and what the consequences of these responsibilities may be for university life. International activity is becoming of such great moment to the universities of the world that it is probable that it cannot be handled surely and purposefully within the bounds of tradition suggested by the first approach. Of recent years there have been a number of reports and studies which make a long overdue contribution to the second approach, of which the most significant is Edward W. Weidner's book *The World Role of Universities* (McGraw-Hill, 1962). This essay is intended to open up a number of questions in the field.

Perhaps the most important responsibility is for the maintenance, spread, and adaptation of the University ideal itself. Many are the dangers to the ideal, in our own countries as Universities respond to higher numbers of students and to the demands of a technique-oriented society, and in other countries as they experiment with new forms of political organization or demand developmental results from scholarship. We stand, presumably, for a world of teaching and enquiry in which curiosity is unfettered, where conclusions are based on the detached evaluation of evidence, and where teaching is founded on the awareness of problems rather than the transmission

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of technique. The university community is an international commonwealth. Unless we in Canada assist with the design and staffing of overseas institutions, just as overseas institutions have in their day helped to design and staff our own, we will be failing to bear our share of the responsibility for the permanence and quality of the university world.

In carrying out this task, we have precisely the same kind of difficulty to overcome as beset the missionary expanding the boundaries of his religion : to distinguish the essence from the form. Universities operating abroad have in some instances done untold damage to the university ideal. Their faculty have been insensitive to differences of social system and of culture and have insisted on the false transplanting of curriculum and organization, whether it be of an English college or an American land grant college. Further, some faculty working abroad have insisted on privilege to an extent which destroys the implication of humility and equality in our relationship to enquiry. To a very great degree, such defects are attributable to lack of experience and an unwillingness to exercise supervising authority on the part of the institution which is exporting or lending its faculty.

A second responsibility, not frequently recognized explicitly, is to revitalize the universities of the developed countries through adaptation in response to international activities. Such an effect can come about in many ways, the most obvious being that faculty who work abroad are forced to re-examine basic assumptions about universities as well as about their own disciplines, and the presence of a vigorous body of overseas students can do much to create a spirit of understanding and discussion on a campus. In addition, there is a direct relationship between the number of international students and the quality of a graduate school (since good men attract students internationally), and between the quality of a graduate school and undergraduate teaching. If a university is sufficiently adaptable (and very few are), the challenge of international activities can stimulate re-examination and reform in university practice. Thus, university regulations may be too rigid to handle variations in academic experience without wasted effort and frustration on the part of the overseas student; alteration of the regulations in response may benefit the Canadian student as well and prevent the premature hardening of university arteries. The development of new courses of study, and

the necessity to accept mature and intellectually able students for advanced work without the pre-requisite formality of specific courses, may in time suggest rigorous degree programmes which do not come into the limiting stereotypes of the M.A. and Ph.D.

A third responsibility is to maintain the international character of scholarship, through exchanges and communication. This has been recognized since scholarship began, and although it has reached a new dimension it is prominent in academic planning. It cannot, however, be taken for granted, as witness the caution shown by some University governing bodies towards supporting leaves of absence, and the incipient public criticism of professors "junketing" on public funds. Further, it is probable that the most effective methods of exchange and communication vary from field to field and that wastage occurs through lack of rationalization and study of the implications.

A fourth responsibility is for the advancement of knowledge and education across new frontiers which international involvements and activity suggest. Curiously enough, this seems to be an area in which universities have made least head-way, particularly in Canada, although there are signs of vigorous developments in the United States. The subject matter involved would include, for example, the analysis of the societies and cultures of the newly emerging nations, the study of the processes of development, and the academic examination of various forms of international exchange, co-operation, and aid. As stated in this summary way, new knowledge may not appear to be particularly significant or demanding for scholars. In reality, however, the challenge is exceedingly complex.

Some examples may make this clearer. River basins in under-developed countries are frequently developed on the basis of engineering and other relevant physical data, an ad hoc administrative arrangement, and respect for factors of interest and power which may force international co-operation and modification of plans. Although there are individual scholars in the university world working on additional aspects of these questions, such as resource economics and international law, others for example in sociology and public administration are severely lacking. It is probably true to say that there is no research centre or educational establishment in the world which is capable of bringing the disciplines together in

such a matter, and hence of educating the engineers and administrators to a competent awareness of the problems inherent in the notion of river basin development. This, at any rate, is the opinion of many United Nations officials.

Similarly, although there is considerable basic research being carried out in comparative psychiatry (for example, at McGill), there is little testing of this kind of work against certain practical and theoretical problems which arise as social work practice is applied to cultures in Africa and Asia. Considerable research contact and jointly administered education will be necessary between psychiatrist, psychologist, cultural anthropologist, sociologist, and social worker, before adequate advance can be made. In the mean-time social workers are giving advice to developing countries, and psychiatrists are practising in them, on the basis of theories of normality which apply in Western society, but not necessarily elsewhere. It should be stressed that this kind of examination is valuable not merely for professional reasons, but also because it may call in question some of the basic concepts of the relevant disciplines.

Examples can be extended ad infinitum. There is a vast need for persons educated to the equivalent of a Master's level in those aspects of economics, public administration, social change theory, social institutions, and regional planning, taken together, in order to advise local governments and regional and national administrations about the implications of measures taken to initiate dynamic development. Nowhere in the world is such a programme offered, nor is it being designed from the point of view of co-ordinating research, knowledge, and teaching. The implications of administrative systems containing persons belonging to several cultures is academically terra incognita, although such systems are exceedingly common and significant in the contemporary world. The social factors bearing upon demographic change are studied in other countries, but to all intents not at all in Canada.

The fifth responsibility of universities is to contribute to an understanding of the processes whereby technical assistance, both within and outside of universities, contributes as an educative process to economic, social, and political growth. Canada's relative inexperience in technical assistance makes an increase in understanding doubly necessary, particularly since there is little evidence as yet that the

Canadian Government or Canadian universities are in a position to analyze their experience and learn from it. From this point of view the increased interest of the Canadian Universities Foundation in developing responsibility for international activities is a growth in the right direction.

The burden of discharging these responsibilities is bound to be heavy, not only in itself, but because it is carried at a time of great strain within universities for other reasons. The burden is so large and significant that it cannot possibly be overlooked. If we fail to carry it well we will be letting down the Canadian nation ; worse, we will be failing in our responsibility to our fellow universities. If we carry the burden badly, we will be crushed by it, our academic reputation will be tarnished, and we will have failed in a test of scholarship and enlightenment. If we carry it well, we will be stimulated and enriched in ideas and purposes.

The practical problems are such that the old routine methods of academic administration will not do. A selection of such problems should demonstrate the point.

The most obvious of these is the provision of faculty for overseas service. I am not here referring primarily to the leaves of absence of faculty members to go abroad for study or research periods, which are presumably taken care of by established study leave arrangements. Over and above these there is an increasing demand (though small as yet in Canada) for faculty to make their skills available on technical assistance missions or to teach or administer in new universities. Technical assistance missions, I have argued elsewhere,* always indicate an educational gap or have a teaching component, and are not therefore necessarily academically inferior to service in a university. Most such service abroad is of faculty members who leave their institutions singly, and although some may work with a team, as often as not they work alone also.

Such service on technical missions often leads to reports which may or may not be followed up by the overseas country, and it seldom leads directly to the training of overseas personnel to replace the Canadian who has gone away. From the point of view of Canadian universities, and of the recipient country, this tends to be a wasteful

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process, unless counterparts are fully trained to take over. Canadian universities might be well advised to insist that as far as possible the schemes for which they provide faculty should be self-liquidating in this sense. The most satisfactory way of achieving this position is to create and staff an educational institution in the recipient country which will educate on a long-term basis the required personnel; at the same time bringing to Canada counterparts for advanced training, the counterparts eventually taking over from the Canadian faculty.

However, in the short run this may increase the strains. Whereas a university may not miss one economist who teaches public finance in an overseas institution, even if he trains no-one to take his place and is therefore replaced by another Canadian or westerner, the same university would have trouble in completely staffing an economics department. Such a university can carry the obligation through only by raiding the faculty of other institutions to replace their own men on assignment. The university may send its own men abroad simply because they are on staff and available, and not because they are the best men for the job by way of comparative experience, knowledge of the problems of overseas countries, ability to adapt their knowledge and curriculum, or ability to mix in the social conditions which obtain.

The solution to this set of problems lies in partnerships and consortia of universities, and co-operation between them so that the load is spread even if one may be the major administering agency. There is also a considerable testing of the objectivity of universities in choosing between their own faculty and faculty at other institutions for service overseas.

A second set of problems is concerned with the variety of university and voluntary agencies operating in relevant fields on Canadian university campuses. World University Service, Canadian University Service Overseas, Cross-roads Africa, the African Students Foundation, International Houses, Friendly Relations with Overseas Students, numerous Christian groups, and university offices dealing with registration of overseas students, Commonwealth Scholarships, and the like, are present in such a plethora that they frequently confuse the Canadian and the foreign student alike. While their purposes are usually distinguishable, they sometimes compete for the same funds, and require considerable co-ordination when their functions overlap, as they frequently do. It is not uncommon for a student who

wants to serve overseas, for example, to be passed from one to another without finding what he wants, until he gives up his attempts.

A more significant problem is concerned with the provision of appropriate teaching facilities within Canada for overseas students. There are two major questions here, one related to the handling of the individual, and the other to the flexibility of the disciplines. While most of the overseas students can fit into some part of the normal stream of academic advancement, there is growing evidence that many are in the wrong institutions for their particular needs, and even in some cases in the wrong disciplines. There is also evidence that Canadian institutions tend to elect that the rules and regulations be followed rather than the individual's needs, even where greater flexibility is indisputably to the benefit of the individual's academic programme. Overseas students fail to find ready advice in the larger universities at the undergraduate level, and at the graduate level are often not directed to the institutions with the most adaptable faculty members, or the faculty members with the knowledge most readily related to the conditions of the student's country.

I have already referred to a number of possible research and teaching programmes which are not at present developed, although they would be of value to overseas students. But even within disciplines themselves there is the possibility that there could be a greater ingenuity in handling possibilities. It would be interesting to know, for example, how many students from South-East Asia are in this country now, and how many of them will eventually be in government service. It would then be interesting to know whether it would be worth while bringing them together in one place in Canada where they could have appropriate courses in public administration taught by Canadians who know something of South-East Asia.

Another problem is to ensure that universities and departments embarking upon international projects are fully informed of the experience of others in similar enterprises. Curiously enough, universities, which owe their existence to the need to transmit knowledge, seem fundamentally reluctant to seek knowledge before entering the bog of international action, and in many instances do not even make provision for the sharing of such knowledge between departments in the same institution. Each little enterprise makes the same old mistakes, with monotonous regularity, and each time a mistake is made (conveniently in some far off country whence, presumably, it

will not reach the ears of Canadians) it is covered up behind the defences of departmental autonomy.

Departmental separateness, and the conservatism that this can engender, is indeed a major difficulty inhibiting the successful solution of international academic questions. One reason for this is that, despite interest and good-will, departments in Canada do not have enough persons of international experience, and are chary of entering relevant fields without the help of others which do have the experience, or without some outside stimulation. Another reason is that international activity strikes directly at basic academic assumptions. On the one hand, this is painful to departments comfortably entrenched in their own little world; and on the other the assistance needed may be from other related disciplines, which can hurt the amour propre which thrives on boundaries. This is not to say that the solution is to destroy the notion of separate departmental discipline, as is implied in the more woolly examples of area studies. But it does imply that there must be devices established for academic co-operation and stimulation which can establish communication and action across departmental lines.

If the problems implied above are not solved adequately, universities will do minor short-run damage to themselves through wastage of personnel and resources. More importantly, they will in the long run discredit themselves as academic institutions internationally and will do damage to the values of universities established abroad. It is my contention that it will assist with the adequate solution of problems if certain administrative steps are taken, at least in the larger institutions.

Universities, it seems to me, have an obligation to themselves to develop coherent policies to guide the action of departments and faculty engaged on international activities. Such policies need to be developed on the basis of experience gained within the institution, modified by the reported experience of others. The policies need to indicate what types of project are most beneficial to the international goals of higher education, what criteria should be used in the selection of personnel, and ways in which faculty should equip themselves explicitly for the academic tasks they may undertake. The criteria should be sorted out and stated.

Related to this is the development of university skills in the handling of such matters as those affecting overseas students, devising

special courses, overcoming the spirit of rule and regulation, and establishing institutions of higher learning overseas. Such skills need to be applied positively, coherently, and creatively, and not merely in response to ad hoc requests for assistance. University administrators do not normally have the time to tackle this field systematically.

Another related point is the need to have an academically responsible device within the administrative framework which can stimulate departments to give attention to relevant thought and action, particularly in the generation of new fields of research and teaching. Many of the most incisive ideas come from academically aware persons who are not themselves in the university world, but who see the research and teaching implications of problems which arise in the course of international action. Such persons are, for example, the professional officers in the United Nations agencies, who are concerned with finding and applying knowledge, and with finding scarce trained personnel to handle new problems as they arise. Thus, ideally, the administrative device should include considerable communication in this direction. It should also provide material ways and means to assist co-operating faculty to explore the new fields and experiment with research and new teaching without threatening the basic departmental budgets which may necessarily have other priorities. Such action will only rarely emerge from departmental interests alone, since almost inevitably they involve inter-departmental collaboration.

The various university international interests support one another if they are administratively related. Overseas students present on campus can help prepare faculty and Canadian students about to serve abroad. The man who is skilled in teaching students from underdeveloped countries is likely to be an ideal man to send overseas. Individual faculty members cannot be expected to know all there is to know about the material regulations which affect the interests and support given to students who may come to them under Colombo Plan or United Nations auspices; nor can such faculty members usually develop for themselves the skills required to interpret the long-term needs of a student who will have particular problems to meet on his return home. Somewhere in the university there need to be officers who can do this for faculty members, and to whom the faculty member can turn for advice, and who can point out likely problems which the faculty member may well overlook. Such officers should clearly themselves be academically aware.

Finally, the university needs to be in a position to act quickly and smoothly with others in those instances of complex activity where consortia are required, and to exchange information, presumably through the Canadian Universities Foundation, which will build up the experience of the universities of Canada.

The above implications clearly and explicitly point to the paramount necessity for the creation of responsible bureaus, usually attached to the office of the President, which would develop and co-ordinate University policy. The growth of university expertise in handling international activities is long overdue, and in its absence we are likely to fail to meet a challenge which is just as significant and as stimulating as that posited by burgeoning undergraduate enrolments.

THE NCCUC AND CUF — THEIR ROLES AND RELATIONSHIPS

by G. C. Andrew*

I have been asked by the former Editor of the C.A.U.T. *Bulletin* to write a short article to explain the structure and functions of the Canadian Universities Foundation and its relationships to the National Conference of Canadian Universities and Colleges. The structure, functions and relationships, he feels, are unclear to many members of the Canadian academic community. I agree with him, and might add that all three are in some respects unclear to members of the governing bodies and, at times, to the secretariat itself. We are hoping to clarify and simplify the relationships by constitutional changes within the coming year.

The National Conference of Canadian Universities and Colleges, as at present constituted, is an association of 46 institutions of higher education. An Executive Committee (President, Vice-President and seven other members) is elected annually. It is responsible for keeping under review, between meetings of the full Conference, the range of problems which affect the membership, for recommending to the Canadian Universities Foundation appropriate studies and action, and for planning the annual meeting of the Conference (the Proceedings of which are published).

To qualify for membership in the NCCUC an institution must be able to meet the conditions of membership laid down in the Constitution and must make formal application. The institution must then be investigated by a special Visiting Committee of not fewer than three persons, of whom not more than one shall be from a university in the same province as the applicant. The report of the Committee is then submitted to the Executive Committee of the NCCUC, prior to the Annual Conference, and if it is recommended that the applicant be accepted into membership, the decision must be ratified by the affirmative vote of at least three-quarters of the members of the Conference present at a full meeting, for which the quorum is thirty delegates.

The Canadian Universities Foundation is an incorporated body consisting of 21 members elected from and by the administrative

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heads of the universities and colleges in the Conference. The elected President of the Conference is, *ex officio*, Chairman of the Foundation. The affairs of the Foundation are managed by a Board of Directors of six, the other five, apart from the Chairman, elected from among the members of the Foundation.

The Conference, as I understand it, is, or should be, the body responsible for developing national academic policies and suggesting national academic programmes. Such policies and such programmes should, of course, be developed only after taking into full consideration the fact that Canadian universities and colleges represent variations of two distinctive cultural traditions in higher education and two languages of instruction. As a consequence, it follows that if the National Conference is to be truly national, it must be truly bicultural in its consideration of national problems, and bilingual whenever and wherever bilinguality is called for.

The Foundation, as the executive agency of the Conference, is the body which considers the financial implications of recommendations brought forward by the Conference and which makes appropriate representations to governments on all matters affecting the wellbeing of higher education. It also addresses the public generally with regard to the resources necessary for the development of a strong system of higher education throughout Canada.

The Conference is, in a sense, a kind of Canadian academic council or academic senate, and the Foundation somewhat similar to a board of governors or a board of regents. These illustrations are, of course, not meant to be exact parallels but, rather, to indicate something of the functions each performs.

In the past year the Conference has encouraged the formation of a series of associate committees, each committee designed to represent the national interest of a major component element in Canadian higher education; for example, there is an Associate Committee of Deans of Medicine, called the Association of Canadian Medical Colleges. There is a further associate committee consisting of the Deans and Directors of Graduate Studies; another, of the Directors of Schools of Social Work. Still others are in the process of formation. It is our hope that these associate committees will be advisory to the NCCUC on those matters on which they are particularly qualified to speak, in order to ensure that when the NCCUC or

the CUF does speak on e.g., medical education, it will speak in as well informed a manner as possible.

In turn, however, the existence of these associate committees provides opportunities for the NCCUC to make representations about the national needs and national responsibilities of e.g., medical education, graduate study, etc. The reciprocal advantages of these relationships are, I think, fully appreciated by the bodies that have already organized nationally.

All of us in higher education are, at the present time, very much concerned about the future of graduate study in Canada. Individual institutions are attempting to press forward with increased offerings and with improved regulations. There is obviously a need here for an 'overview' of what is required for the wellbeing of the Canadian society as a whole, and it is further obvious that the 'overview' should be undertaken only on behalf of those who are responsible for graduate study in the various member institutions. Thus the duty of the Conference is to provide the facilities and services required by the Deans and Directors of Graduate Studies to make themselves as efficient an instrument as possible on behalf of the member institutions, individually and collectively.

At the present time, both the Executive Committee of the Conference and the Board of Directors of the Foundation are busy considering constitutional change for more effective collective action.

It is already clear that there is a continuing need for an Annual Conference, where the representatives of member institutions and national higher educational organizations can discuss and debate the level and range of the total national effort and the individual institution's part in it. There is also a need for one effective executive body to speak on behalf of the total university and college community, in areas where that is possible. In addition, it would seem desirable for the executive heads of member institutions to meet at least once annually to discuss their common problems; and there is, further, a need for the national associations to meet. When these needs have been given suggested constitutional form, they will be brought before the Conference — hopefully this October — in order that the new constitution may be given a year's consideration before ratification, amendment, or rejection.

In the meantime, the secretariat of the Foundation and the Conference consists of an Executive Director, who is responsible to

the Executive Committee of the NCCUC and to the Board of Directors of the CUF for initiating the discussion of policy and programme, for recommending the appointment of senior staff and for appointing junior staff. There is also an Associate Director, who with the Executive Director tries to ensure that policies and programmes take full note of the bilingual and bicultural nature of the Canadian academic community. The present incumbent of the position, Msgr. Jacques Garneau, is also responsible for our International Programmes Division. In this capacity he oversees the activities of the Canadian University Service Overseas, and the Commonwealth Scholarship programme, in its academic aspects. He also maintains appropriate liaison with the Department of External Affairs, the External Aid Office, and foreign embassies in Ottawa insofar as these bodies have a bearing on Canada's higher educational activities.

Central to the secretariat's activities is the Research and Information Service, presided over by Dr. Edward Sheffield. This Service maintains a library of information on Canadian higher educational and related problems and it undertakes a certain amount of continuing research on staffing, finance and student aid. We hope, as time goes on, that we will be able to develop an authentic body of literature on most of the pressing problems of higher education in Canada, in order that the individual universities and colleges may see their own responsibilities more clearly in the light of the total social responsibility and in order also that government and business and industry may see the more clearly their responsibilities for supporting both individual institutions and the total field of higher education.

The Research and Information Service also has a responsibility for special studies financed by outside funds on, for example, "The International Role of Canadian Universities". This study is financed by a grant from the Carnegie Corporation. At the moment the Service is also involved in a study of university government in Canada, co-sponsored by the NCCUC and the CAUT, and financed by a grant from the Ford Foundation. A third special study, this one on university financing, is in the process of development, financed by Ford and Canadian industry.

With these functions in mind, the Research and Information Service consists of the Director, a Librarian, three full-time research workers and the appropriate clerical and stenographic staff. Extra staff is recruited for the special jobs.

We have just recently set up an Awards Division under the direction of Mrs. Dorothy Patterson, formerly the Secretary of the Foundation and the Conference. Mrs. Patterson will assume day to day responsibility for the academic aspects of the Commonwealth Scholarship programme, and an increasing number of other scholarship and fellowship programmes now administered by the CUF. The work formerly done by Mrs. Patterson as Secretary of the Foundation now becomes a function of the offices of the Executive Director and the Associate Director.

The last of the Formal Divisions of the secretariat is that of Medical Education, presided over by Dr. J. Wendell Macleod.

The secretariat also attempts to handle the relationships of member institutions and national educational bodies with government departments when its services can be of use. In addition, it attempts, with the advice and guidance of committees and executive bodies, to prepare the official representations on behalf of the higher educational community to government. As is, I think, generally known, it distributes Federal operating grants to all institutions qualified and authorized to receive them.

In summary, therefore, the secretariat of the NCCUC/CUF attempts to assist member institutions and national organizations of the component elements of Canadian universities to develop national policies and programmes for higher education in Canada on a bicultural and bilingual basis, in order that the member institutions and the national bodies may see more clearly their duties and responsibilities in the light of the total social responsibility, and also in order that government and business and industry may see more clearly their interest in and responsibility for supporting adequately total higher educational development.

**James Dundonald. *Letters to a Vice-Chancellor*. London:
Edward Arnold, 1962. Price: 12s. 6d.**

There is a great deal of good advice and thoughtful comment in the hundred pages of this book. James Dundonald — pseudonym for what the jacket describes as a “distinguished British academic” — writes eight letters of advice to the fictitious Sir Ronald Pellew, newly appointed vice-chancellor of the new, fictitious University of Barstow.

The letter device — we do not see Sir Ronald’s replies, but Dundonald meets some of his imagined objections and anticipates others — is credible enough, and with it Dundonald can eschew the polemical manner of the essay in favour of an admirably flexible and conversational style.

The flexible style is well suited to the essentially pragmatic advice : there is little here of the theorizing of a Newman or Hutchins about the aims and functions of the university, no talk of the “crisis” facing higher education; rather, calm and sensible advice about setting up quickly a new university in a small, provincial British town.

The eight letters discuss in turn the vice-chancellor’s relations with the faculty, with the town, with the administration; the problem of improving the quality of teaching; the extent and organization of residence accommodation; the relation of the new university to technical institutes, teacher training institutes, and fine arts institutes existing in or near Barstow; the problems of a general or intensive or inter-disciplinary approach to education; and the problem of admissions to university.

While a few of the problems which the book tackles are local and peculiar to Britain, the book should be of vital interest to the Canadian university community ; it may also surprise many Canadian university teachers. Dundonald, for example, simply takes for granted that heads of departments at Barstow will be elected, and that headships will rotate every three years. Canadian professors will be arguing for this principle for many years to come.

Dundonald's emphasis is on the importance of good teaching and research — the latter not the North American "publish or perish" variety; for him much valuable research is accomplished by the scholar who diligently "keeps up in his own subject." While he is convinced that "the really lifeless thing is administration as it is understood and practised," he does not subscribe to the North American myth that administration is some occult science. From his lengthy British experience he concludes that professors who are good at teaching and research are likely to be good at administration. He hopes that such professors will be elected as department heads at Barstow, and advises Sir Ronald to "encourage your professors to regard re-election as the exception." He continues: "The plain truth is that 'administration' is far easier than 'research'; and once the academic has experienced this he finds it very hard indeed to turn back. The sad — or the comic — thing is that it isn't by any means the efficient who are tested by these posts. They, almost invariably, have the sense to clear out at the end of their time, and get on with their real work of learning and teaching." Dundonald quotes Parkinson on the "windbag-fusspots" who stay on as department heads: "... with such people 'the burdens of which they complain have become burdensome as a direct result of their own inefficiency.'"

It will be an event of great significance for Canadian university government when a department head or dean somewhere in Canada is convinced that he is not indispensable and clears out after three, four, or five years to return to his "real work." Many Canadian professors who are fighting for increased faculty participation in university government, and who feel that almost insuperable obstacles — university acts, entrenched boards of governors and administrations — are in their way, forget that they have a powerful weapon in their own hands: they can accept administrative posts willingly, do a good job of them, opt out after a few years, and suggest that their successors be elected. They would thus demonstrate again what many members of executives of Faculty Associations have already demonstrated — that good teachers and researchers can, when required, be good administrators, but that they have more important work to do. They would also demonstrate their good faith in agitating for democratic university government.

DOUGLAS R. CHERRY,
University of Saskatchewan.

BOOK RECEIVED

Commonwealth Universities Yearbook. Published by the Association of Universities of the British Commonwealth. Special edition for the Jubilee of the Association. London, 1963. Price : £5 5s. (£5 8s. 6d. by post) ; U.S.A. \$15. Special price to staff members of universities that are member institutions of A.U.B.C. : £3 13s. 6d. post free.

NOTICE OF POSITIONS VACANT*

University of Alberta, Edmonton, Alta. : The Department of Animal Science of the Faculty of Agriculture invites applications for a position as Assistant Professor of Animal Nutrition; starting salary between \$7,500 and \$9,000 according to qualifications and experience with excellent prospects for advancement. Postgraduate education equivalent to the Ph.D. is required. Duties, to commence preferably between January 1 and May 31, 1964, include research in fundamental and applied nutrition with dairy cattle, teaching and limited extension work. Applications, accompanied by a recent photograph and giving age, nationality and other personal information; academic qualifications and experience; list of publications, and names and addresses of three references, should be addressed to the Head, Department of animal Science, University of Alberta, Edmonton, Alberta. Closing date : December 15, 1963.

University of Manitoba, Winnipeg, Manitoba. The University invites applications for the two following positions : Dean of the Faculty of Engineering and Head of the Department of Civil Engineering. Duties to commence September, 1964. Please send curriculum vitae including the names of three referees to J. Hoogstraten, Vice-President — Development, University of Manitoba, Winnipeg 19, Manitoba.

*The **Bulletin** carries these notices free of charge. Notices should be sent to the Executive Secretary, C.A.U.T., 77 Metcalfe Street, Ottawa 4.

University of Saskatchewan, Saskatoon, Saskatchewan. The Department of Biochemistry invites applications for an appointment as assistant professor to teach at undergraduate and graduate levels. Applicant should have experience in cellular metabolism, preferably in the field of lipids. The salary range for assistant professors is \$7,000 - \$9,500 with tenure after two years. Applications, with curriculum vitae including names and addresses of references, should be sent to the Head of the Department.

University of Windsor, Windsor, Ontario. A vacancy has been announced for Dean of the Faculty of Applied Science. Applicants should have outstanding academic record and preferably a doctorate in applied science or engineering and a natural flair for leadership in research and organization. Teaching and administrative experience in Canada would be highly desirable and a knowledge of the Canadian system of higher education is essential. A faculty committee has been organized to recommend appointment from all suitable applicants. Faculty members at the University of Windsor are eligible. Terms of the appointment are to be negotiated and the salary is to be not less than \$14,000 per annum. Appointment to begin as soon as mutually convenient. Write to Dr. F. A. DeMarco, Vice-President.

NOTICE OF PERSONS AVAILABLE FOR APPOINTMENT *

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Castilian : (33) Spanish special school degree (Piloto), 4 years teaching experience in State high schools (Instituciones Laborales) as English teacher, proved abilities, seeks post as teacher of Spanish. Replies to Box No. 17, Canadian Association of University Teachers, 77 Metcalfe Street, Ottawa, Canada.

* These notices are carried at 50¢ a line. Notices should be sent to The CAUT National Office, 77 Metcalfe St., Ottawa, Ontario.

NOTICE OF MEETING ROYAL SOCIETY OF CANADA

The Royal Society of Canada wishes to announce that it will hold its next Annual Meeting at the Prince of Wales College in Charlottetown, on Monday, Tuesday, and Wednesday, June 8, 9, and 10, 1964. The 1965 Annual Meeting will be held at the University of British Columbia on Monday, Tuesday, and Wednesday, June 7, 8, and 9, 1965.

La prochaine réunion annuelle de la Société royale du Canada aura lieu au Collège Prince de Galles à Charlottetown les lundi, mardi, et mercredi, 8, 9, et 10 juin 1964. La réunion de 1965 aura lieu à l'Université de la Colombie Britannique les lundi, mardi, et mercredi, 7, 8, et 9 juin 1965.

NOVEMBER COUNCIL MEETING

The November meetings of the CAUT Council will be held in Toronto, at the King Edward Hotel, on November 23 and 24. Committee Chairmen and secretaries of local associations are reminded that committee reports and items of new business should be sent to the National Office in good time, so that they can be circulated to associations well before the meetings.

An Executive and Finance Committee meeting preceding the Council meetings will be held on October 4 and 5.

SALARY FLOORS FOR LAY STAFF AT CANADIAN UNIVERSITIES, 1963-1964.

Listed by location, from west to east, not in any classification by scales.

	<i>Professors</i>	<i>Associates</i>	<i>Assistants</i>	<i>Lecturers & Instructors</i>
B.C.				
Victoria, B.C.	12,000	9,000	7,000	5,500
U. B. C.	12,000	9,000	7,000	5,500
ALTA.				
Alberta (Edmonton, Calgary) ..	12,000	9,000	6,500	—
SASK.				
Saskatchewan	12,500	9,500	7,000	5,300
MAN.				
Brandon	* —	* —	* —	* —
Manitoba	12,000	9,000	7,000	—
United	10,000	8,500	7,000	5,300
St. Paul's	* —	* —	* —	* —
St. John's	10,000	7,500	6,400	4,700
ONT.				
Lakehead College	* —	* —	* —	* —
Laurentian (Sudbury)	9,500	8,500	7,000	5,500
Windsor	* —	* —	* —	* —
Western	11,500	9,000	7,000	6,000
U. of Waterloo	11,200	9,000	7,000	5,500
Waterloo Lutheran	10,350	8,750	7,050	5,550
Federated Colleges (Guelph) ...	11,000	9,000	7,200	5,750
McMaster	12,500	9,250	7,250	5,600
Toronto	13,000	9,500	7,500	6,000
York	13,000	9,500	7,500	6,000
Queen's	* —	* —	* —	* —
Carleton	11,500	9,200	7,200	* —
Ottawa	11,000	9,000	7,000	5,500
QUE.				
Montreal	12,500	9,500	7,500	6,000
McGill	12,000	9,000	7,000	6,000
Sir George Williams	12,100	9,200	7,100	5,900
Jean de Brébeuf	7,850	6,850	* —	* —
Loyola	12,000	9,150	7,125	5,700
Laval	12,000	9,000	7,000	6,000
Sherbrooke	11,300	9,000	6,700	5,600
Bishop's	10,700	8,450	6,700	6,250
N.B.				
U. N. B.	10,000	8,500	6,500	4,500
Mt. Allison	9,500	8,000	6,500	5,000
N.S.				
St. Francis Xavier	* —	* —	* —	* —
N. S. Tech.	9,500	8,500	6,500	5,000
St. Mary's	9,800	8,300	6,500	5,300
Dalhousie	* —	* —	* —	* —
Nfld.				
Memorial	9,500	8,000	6,500	5,000

* Information not supplied to D.B.S.
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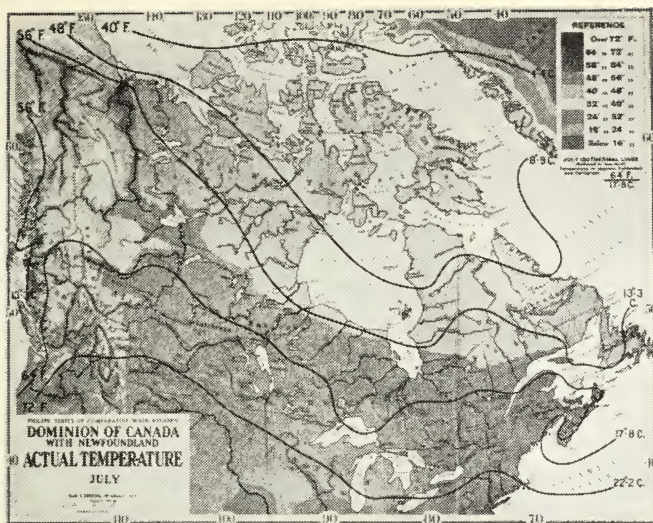
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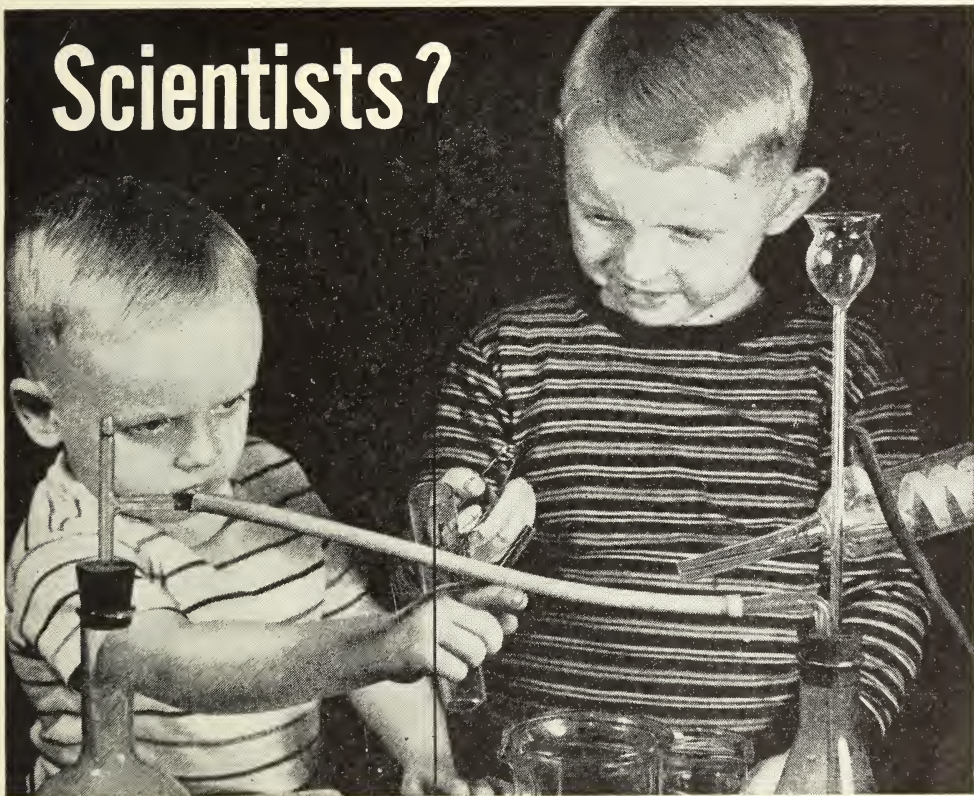
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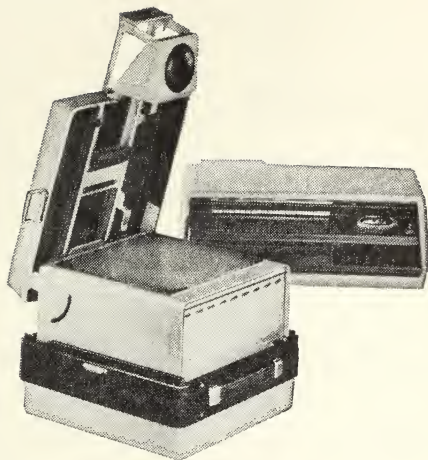
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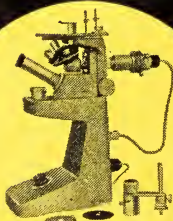
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